

**MANSFIELD PUBLIC SCHOOLS**  
**June Progress Report Benchmarks**  
**Grade 3**

**Reading to Understand**

During this marking period, students continued to use a variety of skills and strategies while reading independently. They can apply grade-level phonics and word recognition skills when decoding words in and out of context. They use their knowledge of the most common prefixes and suffixes to decode and identify the meaning of new words. Phonetic patterns/word irregularities and strategies for syllabication are recognized and are also used to decode words. Students monitor reading and self-correct for accuracy while reading. They read grade-level text with fluency and use context to accurately read words with more than one pronunciation. Students use new vocabulary in reading and speaking learned from informational text and narrative text. They analyze the meanings of words and phrases in context (all content areas), and can define words/concepts necessary for understanding math, science, social studies, and other content areas. Students can infer word meanings from roots, prefixes, and suffixes. They predict or infer text content by using prior knowledge about an author, topic, genre, and text features. They can identify and explain text structures (cause/effect) when reading. Students can describe a character's physical traits and infer personality traits by what they say or do in the text. They can also synthesize information from a text to generate questions to ask an author; generate points/details to include in a speech; and identify the speaker (narrator) in a selection, and explain first-person point of view. They can distinguish their own point of view from that of a narrator or those of a character. Students can identify and use different text features and use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a text topic. They can select and organize information from appropriate sources for a specific purpose and use a variety of text structure/graphic organizers correctly.

**Writing to Communicate**

This term students continued to write for a variety of purposes, using different strategies to generate and develop ideas. They can write organized opinion pieces on topics supporting a point of view with reasons that support the stated opinion. Students can write informative/explanatory texts to examine a topic and to convey ideas and information, facts, definitions, and details clearly. Narratives about real or imagined experiences or events can be written. Narratives include the effective use of techniques (narrator and/or characters, dialogue, descriptions, time order words, and events). The fluency of student writing is enhanced by varying sentence structures and length, and by using appropriate sequence words and transitional phrases. The vocabulary/language they use in each piece should be appropriate to the topic and intended audience. Students are expected to apply spelling skills to all written work and to spell assigned/taught words correctly. They are also expected to apply previously learned editing and revising skills to all written work. Students edit drafts for complete sentences, capitalization, punctuation, and correct spelling. They reread work to see if the vocabulary is accurate and specific to the topic and revise a completed draft by rearranging words, phrases or sentences; provide supporting details and correct sequence if needed; and fix run-on sentences and sentence fragments. With guidance and support from teachers, students use technology to produce and publish writing. Manuscript and cursive penmanship should be legible. All letters should be formed correctly with consistent size, proportion, spacing, and uniform slant.

**Mathematics**

Students continue to develop number sense when they order, compare, and identify the place value of digits in whole numbers to 10,000. They are using mental math to identify 10 more, 10 less, 100 more, and 100 less than a given number. It is expected that they know addition and subtraction facts to 20 with automaticity (in 3 seconds) and they should be learning their multiplication facts. Students are adding and subtracting 3-digit numbers with and without regrouping. They are learning to multiply a 2-digit number by one digit. When solving story problems students must know which operation to use to solve the problem. Students can identify, label, construct, and compare fractional parts for halves, thirds, fourths, sixths, and eighths using the area and set models. They are continuing to count mixed collections of coins and bills to \$10. Measurement concepts covered include telling time to the minute, determining elapsed time, using non-standard and standard measurement to develop concepts of length, and estimating lengths and determining if there estimate is reasonable. Patterning work includes describing, extending, and making generalizations about numeric and geometric patterns. Students continue to collect data, record the data on graphs or table, and make predictions, draw conclusions, and make inferences based on the data. While studying probability, students learned ways to determine whether a game was fair or not depending on the spinner used. They are starting to use language of probability using words such as likely, certain, and impossible. The focus on written representations in problem solving continues. Their work should clearly communicate their mathematical thinking using words, numbers, and/or pictures.